**Career Academy Integrated Unit Plan**

**Academy Name: \_\_\_\_Academy of Science & Medicine\_\_\_\_\_** **School: \_\_Mainland High School\_\_\_**

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| **Integrated Unit Plan Title:** Double Helix |
| **Courses to Integrate:** Biology I Honors, English I Honors |
| **Grade Level:** 9 |
| **Timeline & Duration:** 1-2 months |

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| **Unit Summary:** Students will read the novel *Double Helix* and execute a chalk talk on genetic engineering. |

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| **Overview of Activities/Lessons per Course** | | | | |
| **Course** | **English I Honors** | **Biology I Honors** |  |  |
| **Activity/Lesson** | Read the novel *Double Helix* together and have a class discussion on the ethics involved in the book. | Students will learn about the structure and function of DNA as well as discuss genetic mutations and disorders. |  |  |
| **Activity/Lesson** | Students will take a test to assess their knowledge of the novel. | Students will have a “chalk talk” on genetic engineering. |  |  |

**Lesson Instructions for \_\_\_English I Honors\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (course):**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ): LA.910.1.7.6, LA.910.1.6.1**  **Rigor & Relevance (quadrant):** |
| **Instructions to Teacher:**  **Activity 1:** Introduce the novel Double Helix to the students and begin reading the novel aloud. Class time will also be given for silent reading. Have students take notes as they read and collect the notes daily.  **Activity 2:** Test students on the novel. |
| **Instructions to Students:**  **Activity 1:** As the novel is being read, students are to take Cornell notes on any comments they might have, highlights of the novel, and even vocabulary. They are to turn in these notes daily.  **Activity 2:** Whiletaking the test, students are allowed to use their notes as a reference. |
| **Instructions for Student Accommodations:** |
| **Assessment for Activity:**  **Activity 1:** Collection of daily notes.  **Activity 2:** Grade the test. |
| **Approximate Length of Time for Activity:**  **Activity 1:** 2 weeks  **Activity 2:**  1 day |
| **Materials Needed:** *Double Helix* novel, paper, pen/pencil |
| **Resources Needed:** N/A |
| **Attachments:** N/A |

**Lesson Instructions for \_\_\_Biology I Honors\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (course):**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):**  SC.912.L.16.3, SC.912.L.16.9, SC.912.L.16.10  **Rigor & Relevance (quadrant):** |
| **Instructions to Teacher:**  **Activity 1:** Introduce the structure, function, and history of DNA via notes. Also discuss the various mutations and genetic disorders within DNA.  **Activity 2:** Initiate a “chalk talk” on the morality and issues of genetic engineering. |
| **Instructions to Students:**  **Activity 1:** Take Cornell notes on DNA.  **Activity 2:** After the teacher initiates the first word(s) for the “chalk talk”, students come up one at a time to comment on the issues mentioned. |
| **Instructions for Student Accommodations:** N/A |
| **Assessment for Activity:**  **Activity 1:** Students will later be tested on DNA separate from the novel.  **Activity 2:** Class participation. |
| **Approximate Length of Time for Activity:**  **Activity 1:** 1-2 weeks  **Activity 2:** 1 day |
| **Materials Needed:** Paper, pen/pencil, textbook |
| **Resources Needed:** PowerPoint, projector, white board |
| **Attachments:** N/A |